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## RECENT EDUCATIONAL BIBLIOGRAPHY

J. I. WYER

The New York State Library

In each October number of the *School Review* for the past nine years the present writer has listed and reviewed 190 items of current educational bibliography; lists of titles, catalogues, and collections of references on a wide range of subjects embraced under the term "education."

This work has, in an informal way, served to supplement the chapter entitled "Some Recent Educational Bibliographies" in the report of the United States Commissioner of Education for 1893-94, Vol. II, pp. 1701-22.

It is believed that all important items of educational bibliography have been included, from year to year, in these articles, and that the student of any educational topic may acquaint himself most readily with the existing literature of his subject by consulting these references.

The following mentionable items have been noted during the past year:

### ARBOR DAY

"Arbor Day List." By ELVA L. BASCOM. (In *American Library Association Book List*, March, 1906, Vol. II, pp. 73-87.)

One of the best lists that have been printed of books and articles on Arbor Day, and of poetical and prose selections for school use. A list of the books from which selections have been made is added, with the customary abbreviated references which will facilitate use of the list in libraries. Every teacher who has access to any reasonable collection of poetry should find this list of great value in preparing for Arbor Day and in nature-work with trees.

### ARCHITECTURE (SEE SCHOOL ARCHITECTURE)

### ARITHMETIC

*Special Method in Arithmetic.* By C. A. McMURRY. New York, 1905.

Pp. 225, 12mo.

"Books for Teachers," pp. 223-25.

### CHILD-STUDY

'Bibliography of Child-Study for the Year 1904. By L. N. WILSON (In *Pedagogical Seminary*, September, 1905, Vol. XII, pp. 304-34.)

This is Dr. Wilson's eighth annual collation and record of the world's literature of child-study. It lists 429 titles, and is especially notable for references dealing with

collateral phases of the topic which, while often bearing remotely or indirectly on the subject, are yet of interest and value to the student of child-psychology.

#### EDUCATION

*Text-book in the History of Education.* By PAUL MONROE. New York, 1905. Pp. 772, 8vo.

There are bibliographical references at the end of each chapter, but they contain few titles not readily found in our other and fuller bibliographies of this topic, and are chiefly useful to the reader of this particular volume.

*Pädagogischer Handkatalog: Ein Wegweiser durch die neuere Literatur auf dem Gebiete der Pädagogik und deren Hilfswissenschaften.* Unter Mitwirkung namhafter Schulmänner herausgegeben. Osterwieck, 1904. Pp. 94, 8vo.

“Books of the Year.” (In *Schoolmaster’s Year Book and Directory*, 1905, pp. 431-73.)

“Bibliography of Educational Books from November 1, 1904, to October 31, 1905. (*Ibid.*, 1906, pp. 388-419.)

The *Schoolmaster’s Year Book* has within the past three years easily taken a place as the most useful British reference book on educational topics, being far and away in advance of any similar work in the United States. The bibliographic feature covers chiefly textbooks or editions of texts in English and foreign languages, for classroom use. The list does not aim to be complete; many helpful, brief notes are given; there are some American titles included, and occasional works of a more advanced character of interest to teachers. The lists are classified under convenient headings.

“Bibliography of Education for 1905.” By J. I. WYER, JR., and MABEL E. LEONARD. (In *Educational Review*, September-October, 1906, Vol. XXXII.)

This is the seventh annual number of this analytic, selected, annotated list of the English literature of education. The first six numbers are in the *Educational Review* for April, 1900 and 1901, and for June, 1902, 1903, 1904, and 1905. The present number contains 665 titles, classified minutely by subjects and accompanied by a full author index. The compilers indicate the following titles as representing the cream of the year’s literature, books that should be read by, or accurately known to, every serious student of education. The books are roughly grouped by subjects:

1. Bagley, *The Educative Process*.
2. Raymont, *Principles of Education*.
3. Lodge, *School Teaching and School Reform*.
4. Salisbury, *Theory of Teaching and Elementary Psychology*.
5. Monroe, *Text Book in the History of Education*.
6. Painter, *Great Pedagogical Essays*.
7. Wilkins, *Roman Education*.
8. Bryant, *How to Tell Stories to Children*.
9. Payne, *Public Elementary School Curricula*.
10. Harper, *Trend in Higher Education*.
11. Moore, *The School House*.
12. Cubberley, *School Funds and Their Apportionment*.
13. Elliott, *Some Fiscal Aspects of Public Education*.
14. N. E. A., *Report on Salaries, Tenure, and Pensions*.

15. N. E. A., *Report on Taxation as Related to Public Education*.
16. Strayer, *City School Expenditures*.
17. Brumbaugh, *Making of a Teacher*.
18. Lawrence, *How to Conduct a Sunday School*.
19. Religious Education Association, *Proceedings*, Vol. III.
20. Wells, *Sunday School Problems*.
21. *From Servitude to Service*.
22. Washington, *Tuskegee and its People*.

#### LANGUAGE

*Special Method in Language in the Eight Grades.* By C. A. McMURRY New York, 1905. Pp. 192, 12mo.  
"Books for Teachers," pp. 192.

#### LEARNED SOCIETIES

"Learned Societies and Academies in Early Times." By EDWARD CONRADI. (In *Pedagogical Seminary*, December, 1905, Vol. XII, pp. 384-426.)  
Pages 424-26 list forty-two titles of the chief works consulted in preparing this interesting paper.

#### LIBRARIES (SEE SCHOOL LIBRARIES)

#### MANUAL TRAINING

*Industrial Work for Public Schools.* By M. A. HOLTON and A. T. ROLLINS. Rand, McNally, 1905. Pp. 134, 8vo. \$0.90.  
"Industrial Work," as the authors here use the term, means weaving, whittling, raffia work, sewing, &c. Thirty-six unannotated titles of books only are appended.

#### MEDICAL INSPECTION

"Considerations Respecting Medical Inspection in the Public Schools." (In *Bulletin of the American Academy of Medicine*, April, 1905, Vol. VI, pp. 923-32.  
Pages 929 and 930 contain bibliographical references.

#### MICHIGAN—EDUCATION

*John D. Pierce, Founder of the Michigan School System: A Study of Education in the Northwest.* By C. O. HOYT and R. C. FORD. Ypsilanti, 1905. Pp. 162, 8vo.  
Bibliography, pp. 153-55.

#### NATURE-STUDY

"Best Books on Nature Study. (In *Nature Study Review*, May, 1906, Vol. II, pp. 168-77.)

Lists of "ten best books" submitted by twenty-two leading nature-study teachers in response to editorial request. No single book is named more than thirteen times, and only three appear in ten or more lists. The lists are suggestive, instructive, and will repay careful examination.

#### NEW YORK CITY—EDUCATION

The New York Public Schools: Being a History of Free Education in the City of New York. By A. E. PALMER. New York, 1905. Pp. 440, 8vo.

The author is secretary of the New York City School Board, and the book is authorized by that board. Preface, pp. 21 and 22, contain bibliographical references.

## PHYSICAL EDUCATION

“A List of the Titles of Abstracts, Tables, Statistics, Exhibition Schedules and Other Matters Published by the Department of Hygiene and Physical Education, Amherst College, from 1861-62 to 1905-6 Inclusive.” By EDWARD HITCHCOCK and P. C. PHILLIPS. (In *American Physical Education Review*, June, 1906, Vol. XI, pp. 121-30.)

Complete sets of the 200 papers listed are in the Library of Congress, Boston Public Library, the libraries of Clark University, Amherst College, the Society for Physical Research, and in the private libraries of Drs. Phillips and Hitchcock.

A Bibliography of Physical Training. By J. H. McCURDY. Springfield, Mass., 1905. Pp. 36, 8vo.

Published for the Physical Directors’ Society of the Y. M. C. A. of North America. The Introduction states the object of the work, “to present a subject index of physical-training literature which will be helpful to physical directors and students of physical training.” This programme perhaps excuses the lack of an author index, which is a very useful, almost necessary, adjunct to a classed list of titles. About 6,000 titles (according to a printed prospectus) are classified under a useful scheme embodying 250 subdivisions, the outgrowth of thirteen years’ experience with a large collection of literature on physical training. The notation is so devised that it may be used under the number 613.71, which represents this subject in the Dewey decimal classification, which is the system in widest use among libraries. An alphabetic subject index furnishes a key to the scheme, although we consulted it vainly for “roller-skating,” “ping-pong,” “jiu-jitsu,” and “swimming-pools.” Listing as it does periodical articles, reports, reprints in English and foreign languages, it is undoubtedly the fullest bibliography of the subject ever printed, but it takes more than mere industry and familiarity with the literature of a subject to get together and classify 6,000 titles, and present them acceptably in print. This book cries out for an *editor*, from the misleading binder’s title on the back through every one of the 369 pages, which might easily, with competent editorial care, have been put into 250 or less. If the compilers never heard of the canons of good bibliography, it is time they did, and it is remarkable that any first-rate printer would have permitted such a wasteful arrangement, duplication, and display of matter as is shown by the short lines, the repetition of class number with each item and of the same author name through from two to sometimes a dozen consecutive items. Space could also have been saved and a pleasing harmony attained by omitting all honorary titles, by using the well-known abbreviations for months, and by using the more easily recognized Arabic numbers for volumes, instead of the clumsy Roman numerals. Caspar Whitney appears sometimes under that name, sometimes as Casper, and often as C. Whitney. A uniform usage of initials only for forenames would have saved much space and work. The references are inconsistent, often confusing, and there is no key to abbreviations or explanation of the more uncertain combinations. We will defy anybody to untangle the maze of figures, colons, commas, semicolons, periods, and curves which follow the words “Mind and Body” at the head of p. 213; ordinary minds and bodies are not equal to it. The moral to all of which is that, though you may be a good physical director, professor, engineer, or teacher, you would better consult a good bibliographer before attempting a catalogue or index.

## RELIGIOUS EDUCATION

*Literatur-Verzeichniss zum evangelischen Religions-Unterricht.* Von HERMANN MELTZER. 2te Auflage. Dresden, 1905. Pp. 68, 8vo.

The Teaching of Bible Classes, Principles and Methods: With Special Reference to Classes of Young Men and Boys. By E. F. SEE. International Committee of Y. M. C. A., 1905. Pp. 180, 12mo.

Presents the notes of a course of study pursued by classes of young men for several years under the leadership of the author. References for further reading are given at the end of each chapter.

## SCHOOL ARCHITECTURE

*Bibliography of School Buildings and Hygiene.* By W. P. Gerhard (In *American Architect*, July, 1905, Vol. LXXXVIII, pp. 14-16.)

Includes American and German books, periodical literature, and reports, arranged chronologically.

## SCHOOL GARDENS

*School Gardens for California Schools: A Manual for Teachers.* By B. M. DAVIS. Sacramento, 1905. Pp. 79, 8vo. (California State Normal School, Chico, Bulletin 1.)

The bibliography is found on pp. 50-74. References are definite and exact, and the annotations are frequent and useful. School-garden work in many countries is noted. This list is far better than either of the bibliographies noted in the *School Review*, October, 1904, p. 659.

## SCHOOL LIBRARIES

List of Books for School Libraries Prepared by the Oregon Library Commission. Salem, Ore., 1906. 2 parts, 8vo.

Most school-teachers have neither time nor information needed to compile a thoroughly good list of supplementary reading for pupils in the grades and the high school. The need for such lists has been keenly felt as school attendance has increased, as school and municipal libraries have made available larger collections of books, and as educators have more and more agreed to—nay, even insisted upon—free and wide use of good books entirely apart from the regular textbooks and the formal curriculum. To meet this need state educational authorities have sometimes printed such catalogues (one of the best comes from the Wisconsin Department of Public Instruction and has gone through several editions); sometimes *city* school boards have undertaken such work (see the great catalogue of the books in the New York city school libraries), with varying competence and success. The trouble with most such lists is that the selection of books is perfunctory or indifferent, and indicates a too ready acceptance of publishers' dicta, and the requisite technical knowledge for making a good catalogue is lacking. The most useful and careful work of this sort, however, has come from library initiative, either independently or with the co-operation of local school people. Sometimes it is the *city* library, as with the *Graded and Annotated Catalog of books for the Use of the City Schools* from the Carnegie Library of Pittsburg; *Class-Room Libraries for Public Schools*, from the Buffalo Public Library; and the similar, shorter list from the Public Library of Evanston, Ill. (that all three of these titles are now, I believe, out of print testifies to the real need for and the quick appreciation of such work when well done).

Again, it is often the State Library Commission (an office now in over twenty states charged with the stimulation and supervision of libraries, much as the superintendent of public instruction cares for state schools) which has issued these lists of good books. The best such have come from Nebraska and Oregon, the latter being the title now under notice at the head of this paragraph, and which in practical usefulness, technical completeness, and careful choice of books included is in many ways a model. Part I (112 pages) is a graded and classified list of 787 titles for the first eight grades, arranged under 45 common and convenient subject headings. Full details and instructions for purchase at fair prices are given, and, better than all else, every title is followed by a descriptive note telling, in from one to ten lines, just what a teacher or prospective buyer wants to know. These good notes, made from personal examination of the books or chosen from competent sources, are next best to really seeing the books before buying. Part II (53 pages) is a similar list of 350 further titles deemed specially useful in high-school libraries. Each list contains full author and title indexes, with various minor features which combine to make the two pamphlets of high value to teachers, librarians of school libraries, and all persons interested in providing approved reading for children, not only in Oregon, but in every other state as well.

#### TEACHERS AND TEACHING

*The Education and Training of Secondary Teachers.* By E. C. ELLIOTT, E. G. DEXTER, M. J. HOLMES, and others. Chicago University Press, 1905. Pp. 117, 8vo. (National Society for the Scientific Study of Education, Fourth Yearbook, Part I.)

The following five topics are treated: the genesis of American secondary schools; what constitutes the ideal secondary teacher; the present status and personnel of the secondary teachers in the United States; the present provision for the education and training of secondary teachers; relative advantages and limitations of universities and normal schools in preparing secondary teachers. On pp. 104-6 about fifty titles are grouped according to above subjects; they are well chosen.

*The Principles of Teaching Based on Psychology.* By E. L. THORNDIKE. New York, 1906. Pp. 293, 8vo.

Topics for further study with references, pp. 274-80; sources of quotations, pp. 281-85.

#### TRINITY COLLEGE, HARTFORD, CONN.

*Bibliography of Official Publications* [of Trinity College, Hartford, Conn.], 1824-1905. Hartford, 1905. Pp. 42, 8vo. (Trinity College Bulletin, Vol. II, No. 4.)

Chronological lists of charters and laws; annual catalogues; general and quinquennial catalogues; administrative and executive reports; pamphlets, circulars, miscellanea, and other articles about Trinity in books and periodicals. Full title-page collation, paging, and size are given, with an occasional note of some further item of interest.

#### UNITED STATES MILITARY ACADEMY, WEST POINT

*The Centennial of the United States Military Academy at West Point, New York, 1802-1902.* Washington, 1904. 2 vols., 4to. (Serial Nos. 4750, 4751.)

Volume II is entirely devoted to the following bibliographical items: bibliographies of West Point 1694-1902, arranged chronologically; of the United States Military

Academy, 1776-1902, arranged chronologically; and of the writings of graduates, 1802-1902, arranged alphabetically. These are followed by a list of graduates of the academy, 1802-1902, with year of graduation and reference to the number in Culum's *Biographical Register*. Included with the first section noted above are extensive lists of views and maps of West Point. The extensive list of writings of graduates is much more than its title suggests, for it includes references to pictures, statues, busts, monuments, etc., all over the country, and references to books and articles *about* as well as *by* each graduate. All sections contain minute references to material in newspapers, magazines, and on certain pages or in single chapters of books.

#### WOMEN, EDUCATION OF

*Contributions towards a Bibliography of the Higher Education of Women, Supplement No. 1.* Compiled by a Committee of the Association of Collegiate Alumnae. Boston, 1905. Pp. 57, 8vo. (Publications of the Association, Series 3, No. 2.)

Supplements the original list printed in 1897 and noticed in the *School Review* for October, 1898. The present list contains all titles found by the compilers, printed during the 6 years, 1897-1902, with a great many of earlier date which were overlooked in the first instalment. Indeed, in many parts the earlier titles are the more numerous. Some titles are repeated in the Supplement when it would seem that the entry in the original bibliography would have been enough. The Supplement is very pleasing in typography, and shows much pains and diligence in its compilation and editing. The two parts are easily the most extensive and useful collection of references on this subject.

#### YALE UNIVERSITY

*Bibliography of Class Books and Class Records 1792-1905, Yale University.* Compiled by WILLIAM P. BACON. New Britain, Conn., 1905. Pp. 18, 8vo.

A list of class books and records which have been printed by the secretaries of various classes in all departments and schools of Yale.